



Saluda River Academy for the Arts

1520 Duke Street
West Columbia, SC 29169

Grades	K-5 Elementary School	
Enrollment	353 Students	
Principal	Tonya Fryer	803-739-4095
Superintendent	Venus J. Holland, Ed. D.	803-739-8399
Board Chair	Rick Shull	803-796-9172

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	At-Risk
2007	Average	Below Average
2006	Good	Below Average
2005	Good	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located | 99.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
16	31	46	0	0

* Ratings are calculated with data available by 06/01/2010.

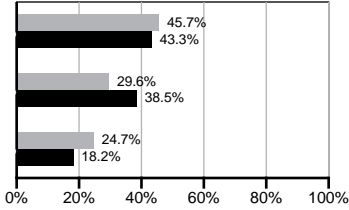
Palmetto Assessment of State Standards (PASS)

Exemplary

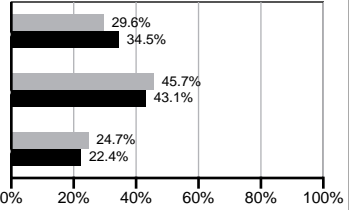
Met

Not Met

English/Language Arts



Mathematics

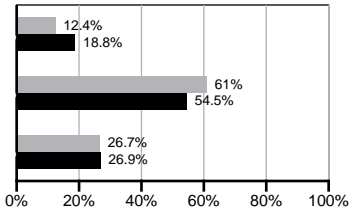


Exemplary

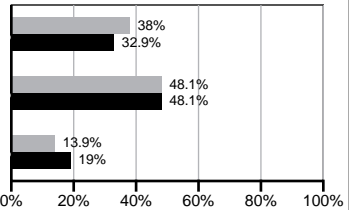
Met

Not Met

Science



Social Studies

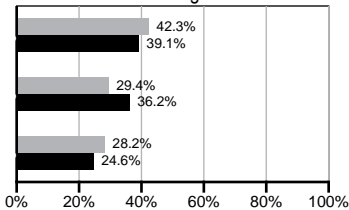


Exemplary

Met

Not Met

Writing



Our school



Elementary schools with Students Like Ours

* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=353)				
First graders who attended full-day kindergarten	100.0%	Up from 97.2%	100.0%	100.0%
Retention rate	0.3%	No Change	1.8%	1.9%
Attendance rate	95.8%	Down from 96.3%	96.3%	96.3%
Eligible for gifted and talented	18.1%	Down from 20.4%	13.8%	10.0%
With disabilities other than speech	5.7%	Up from 4.8%	7.4%	7.7%
Older than usual for grade	0.3%	No Change	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	61.3%	Down from 63.3%	61.3%	59.4%
Continuing contract teachers	87.1%	Down from 93.3%	82.1%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.9%	Up from 87.1%	88.3%	85.9%
Teacher attendance rate	93.8%	Up from 92.8%	95.3%	95.1%
Average teacher salary*	\$45,165	Up 0.3%	\$47,732	\$47,149
Professional development days/teacher	8.4 days	Down from 22.5 days	10.9 days	11.1 days
School				
Principal's years at school	3.0	Up from 2.0	5.0	4.0
Student-teacher ratio in core subjects	16.8 to 1	Down from 19.0 to 1	19.1 to 1	18.8 to 1
Prime instructional time	87.7%	Up from 86.6%	90.5%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,165	Up 13.8%	\$6,954	\$7,458
Percent of expenditures for instruction**	70.2%	Up from 70.0%	69.2%	68.8%
Percent of expenditures for teacher salaries**	66.2%	Up from 65.9%	63.1%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Saluda River Academy for the Arts (SRAA), built in 1954, is a suburban, community school that serves 363 students in kindergarten through fifth grade. We are blessed with a very diverse population and embrace the differences within the SRAA family. We enjoy strong support from our SIC, PTO, and community. Events to promote family involvement for dads, moms, and grandparents are held. Our school community works towards our vision of "Advancing Every Student" through the use of data, high expectations, and an integrated philosophy. We continue to be a Nationally Distinguished Title One School and have been accredited by the Southern Association of Colleges and Schools (SACS) for the last thirty-seven years.

Saluda River is an Arts in Basic Curriculum (ABC) site. Our unique Arts program is integrated into the curriculum and is a channel for improving our students' achievement, confidence, and communication. To assist us with our Arts focus, we received an ABC grant from the South Carolina Arts Commission. During the 2008–2009 school year, one of our teachers represented Lexington School District Two as the District Teacher of the Year. One of our retired teachers received the honor of being inducted into Lexington School District Two's Heroes & Heroines Society.

This year, we celebrated our 10-year anniversary as an Arts focused school. Also, we were delighted to be able to add a full-time Dance teacher to our cadre of Arts Educators. Our program exposes students to the various facets of the Arts, while teaching discipline, expression, cooperation, and character. Four artists-in-residence provided instruction for our students in the areas of mime, dance, rhythm composition, and clay art. We placed first in the Sixth Annual Willy Wonka Candy Sculpture Contest, sponsored by EdVenture Children's Museum; therefore, the entire school was admitted to the museum at no charge one evening. We offered extra-curricular activities, such as piano, art, cooking, Once Upon a Puppet Troupe, Bubblin' Bobcat Chorus, Saluda River Singers, Art Majors Club, Dance Company, and Arts Unlimited. We were a State Winner of the Kennedy Center for the Performing Arts National Schools of Distinction in Arts Education Award!

We endeavor to develop in children an understanding of the importance of giving back to the community. To that regard, our community service projects included collecting mittens for those in need, recycling to promote environmental responsibility, and collecting food items for local organizations. Also, our children performed for various events, such as DHEC's Champions of the Environment Ceremony, community groups, and a ribbon cutting at the Columbia Metropolitan Airport. One of our teachers received a field trip grant from Target, one of our business partners. To date, we have received more than \$130,000 in grants from various sources.

Saluda River Academy for the Arts, united with our community, remains committed to "Advancing Every Student." As a team, we endeavor to touch the minds and hearts of all learners because we care. You are invited to be a part of our TEAM!

Tonya Fryer, Principal
 Kyle Cullum, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	30	52	32
Percent satisfied with learning environment	96.6%	76.9%	90.0%
Percent satisfied with social and physical environment	96.7%	82.7%	83.3%
Percent satisfied with school-home relations	96.6%	93.9%	90.3%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	179	100	24.7	29.6	45.7	87.7	82.1	82.8	Yes	Yes
Gender										
Male	94	100	33.3	26.4	40.2	83.9	77.5	79.3	N/A	N/A
Female	85	100	14.7	33.3	52	92	86.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	92	100	8	24.1	67.8	97.7	89	89.5	Yes	Yes
African American	60	100	45.1	39.2	15.7	74.5	72.4	73.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	93.9	92.3	I/S	I/S
Hispanic	24	100	47.6	28.6	23.8	76.2	72.7	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	28	100	50	20.8	29.2	66.7	49.7	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	52.4	23.8	23.8	76.2	69.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	95	100	43.2	34.6	22.2	79	74.7	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	179	100	24.7	45.7	29.6	83.3	79	78.9	Yes	Yes
Gender										
Male	94	100	26.4	46	27.6	81.6	76.5	77	N/A	N/A
Female	85	100	22.7	45.3	32	85.3	81.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	92	100	10.3	46	43.7	94.3	86.8	87.2	Yes	Yes
African American	60	100	43.1	45.1	11.8	66.7	66.4	66.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	97	93	I/S	I/S
Hispanic	24	100	42.9	47.6	9.5	76.2	75.3	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	28	100	50	20.8	29.2	58.3	44.7	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	47.6	42.9	9.5	71.4	72.4	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	95	100	39.5	48.1	12.3	72.8	71.3	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	119	100	27.4	60.4	12.3	72.6	68	67.5
Gender								
Male	58	100	28.3	58.5	13.2	71.7	66.4	67
Female	61	100	26.4	62.3	11.3	73.6	69.7	68
Racial/Ethnic Group								
White	60	100	8.9	75	16.1	91.1	79.7	79.5
African American	41	100	55.9	35.3	8.8	44.1	49.8	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	75	84.3
Hispanic	16	100	35.7	57.1	7.1	64.3	59.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	22	100	44.4	44.4	11.1	55.6	37.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	16	100	35.7	57.1	7.1	64.3	55.8	59.6
Socio-Economic Status								
Subsided meals	64	100	43.4	49.1	7.5	56.6	56.3	55.1

Social Studies								
All Students	119	99.2	13.1	48.6	38.3	86.9	73.2	72.3
Gender								
Male	66	100	16.1	48.4	35.5	83.9	70.7	71.5
Female	53	98.1	8.9	48.9	42.2	91.1	75.7	73.2
Racial/Ethnic Group								
White	65	100	N/AV	N/AV	N/AV	100	80.5	80.7
African American	35	97.1	42.9	46.4	10.7	57.1	61.6	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	84.2	88.5
Hispanic	16	100	14.3	64.3	21.4	85.7	69.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	13	100	8.3	58.3	33.3	91.7	41.2	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	16	100	14.3	64.3	21.4	85.7	67.9	67.9
Socio-Economic Status								
Subsided meals	65	98.5	25.9	57.4	16.7	74.1	65.2	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	180	100	28.2	29.4	42.3	71.8	68.3	70.2	95.8	95.8
Gender										
Male	96	100	35.2	34.1	30.7	64.8	59.9	63.2	95.9	95.8
Female	84	100	20	24	56	80	76.8	77.5	95.7	95.9
Racial/Ethnic Group										
White	92	100	10.3	26.4	63.2	89.7	76.1	79.1	96.3	95.6
African American	61	100	57.7	28.8	13.5	42.3	56.1	57.6	95.4	96
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	90.9	86.2	96.1	96.5
Hispanic	24	100	33.3	47.6	19	66.7	62.8	62.6	96	96.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	99.4	95.6
Disability Status										
Disabled	26	100	59.1	13.6	27.3	40.9	23	26.1	95	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.2
English Proficiency										
Limited English Proficient	24	100	38.1	47.6	14.3	61.9	59.2	61.2	96.2	96.2
Socio-Economic Status										
Subsidized meals	93	100	47.6	32.9	19.5	52.4	58.8	58.9	95.4	95.4

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	62	100	25.9	22.2	51.9	74.1
	4	59	100	31.4	27.5	41.2	68.6
	5	58	100	17.5	38.6	43.9	82.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	62	100	31.5	31.5	37	68.5
	4	59	100	19.6	49	31.4	80.4
	5	58	100	22.8	56.1	21.1	77.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	31	100	44.4	37	18.5	55.6
	4	59	100	15.7	72.5	11.8	84.3
	5	29	100	32.1	60.7	7.1	67.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	31	96.8	3.7	33.3	63	96.3
	4	59	100	11.8	58.8	29.4	88.2
	5	29	100	24.1	44.8	31	75.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	62	100	32.7	27.3	40	67.3
	4	59	100	31.4	29.4	39.2	68.6
	5	59	100	21.1	31.6	47.4	78.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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